be eight, but exceptions may be made for special circumstances. All students must be from the community and acceptable to both the teacher and the community. A commitment to learning and attending class is a necessity.

An informal survey to determine time availability should be conducted by the supervisor/trainer with the mothers in the initial stages to insure the girls have sufficient time to commit to school. A chart for use of time should be completed for each girl (Appendix G).

A student can enroll anytime during the first week, providing the teacher has the time to assist the student in learning the work already covered. After the first week, admission will be closed for that year. If there are numerous requests for enrolling additional students, the implementing agency should consider establishing a second school if all requirements can be met.

Only students may be present; **NO** other children or babies can come to the classroom.

Location: The site selection can be conducted in two ways: (1) The community organizer can work with the community in the selection of a site which meets the criteria of both the implementing agency and the community, or (2) the community organizer can outline the criteria for selection of site, teacher, and students, and return to the community once these tasks have been completed. The community organizer must make sure the supervisor/trainer visits the site before she begins work. The supervisor/trainer must feel comfortable going to the area for supervisory and training duties.

The advantages to 1 and 2 above are:

- **Community Organizer working with the community:** If the community organizer works **with** the community and does not dictate or take a lead role, a positive working relationship can develop which paves the way for future activities. The community organizer acts as a facilitator and resource person, allowing the community to make the decisions and accept ownership and responsibility.

- **The community works alone:** The community organizes the teacher, school and students, forcing the community to take responsibility and

ownership. The disadvantage of this process is that the implementer has less input in the discussions.

Site Selection: The majority of schools will be established in homes. Because of the ages of the girls, 6-10, they may be prohibited from going to the Mosque or an existing school or public buildings. The community organizer must be sure the site is acceptable to the families and the teacher. The following is the ideal criteria for the selection of a site:

- Secure area
- A room large enough to accommodate the number of students to be enrolled (maximum 20).
- Located within an acceptable walking distance of students' homes.
- Toilet facilities.
- Quiet area.
- Wall space for hanging posters, charts, etc.

The community organizer must work with the community in establishing a school with the ideal number of students. Flexibility in this area is important. Some of the decisions he must make will be difficult. For example, if a community is very supportive of the program but has only four female students, he may recommend starting a school based on the fact that it is relatively close to other home schools and can be easily supervised. Once the community sees the success of the school, other girls may enroll. In exceptional circumstances (small enrollment), the teacher may be able to take new students up to two weeks after the start of school, using the students already enrolled as a resource for helping to teach the new students the material covered.

The community organizer should attempt to establish 5 schools within close proximity, enabling the supervisor/trainer to visit each school weekly. This will also allow for the possibility of training 5 teachers at one venue, if culturally acceptable. However, this may not be possible since local conditions and circumstances may vary widely. Again, flexibility is necessary in making the decision for a home school site. If the community and teacher agree, it is conceivable that a secluded compound with shade trees (if the only acceptable site) may be selected for a home school. The factors to consider when establishing a school are: (1) the needs of the community, (2) the distance to other home schools, (3) the teacher, (4) the size of the room. The

above factors must be weighed carefully by the community and the community organizer while selecting home school sites.

Curriculum and Instructional Materials: Some factors which contribute to the success of home school programs are shortened school day, minimum homework, and school hours decided by the community. This allows the females to continue to fulfill their obligations at home which is critical to continued support of the program by parents. Keeping this in mind, it is recommended that in the initial stages, the school hours are kept to a minimum--three hours.

Currently, UNO/ESSP is developing a curriculum for the home school program similar to the existing ECA curriculum for Dari, math, and science. A corresponding teachers' guide is also being developed. The teachers' guide will have detailed lesson plans which will include objectives, materials, methods, sequence of activities, and evaluation procedures for each subject/topic. The lesson plan is designed so that teachers can cover the material in class. A minimal amount of concept reinforcement homework will be given. Students may not have much time to do homework.

Teachers in this program will not be required to have the same level of education as their counterparts in the government school system. Most teachers in the home school program will have had minimal training. It is recommended that the implementing agency develop a strong monitoring and supervisory component as well as a strong supplementary materials component.

Supplementary material is necessary to enable the students to further develop and reinforce their reading skills. Culturally sensitive and progressively difficult colorful reading material for subjects related to "life" (health, nutrition, environment, culture, work world, fables, human rights, gender equity, and general areas of interests) and which can help them in their daily lives should be developed. Subjects which are gender related should also be included.

Art in the curriculum is considered to be important for females. Because of the initial constraint of time, it is recommended that this subject be included only if the community requests it and agrees to expanded class time. This is an area that might be covered in the supplemental reading materials.

Note: Materials should be gender based ONLY when culturally necessary.

A continuous assessment for measuring student attainment with portfolios should be ongoing with implementation of the curriculum.

A simply written teacher handbook with DO's and DON'Ts on subjects such as preparation and planning, classroom management, effective teaching, materials, methods, etc. will be produced (Appendix H) and made available to the teachers.

Schedule: The community organizer will work with the community in establishing a schedule for the home schools. The supervisor/trainer, during her informal survey, should ask the mothers regarding a preferred schedule for their daughters, keeping in mind the minimum number of hours required. This information should be given to the community organizer who should encourage the community to adopt this proposed schedule.

The community organizer should encourage the community to establish a schedule that allows for not more than 1 month of recess. Research has shown that the retention rate is greatly reduced during long periods of recess. The final decision must be left to the community and teacher. Long intervals may be necessary because of the demand on the student's time for agriculture related work. For efficiency in field work supervision, training, and monitoring, the community organizer should encourage the communities in one area to adopt the same seasonal schedules.

The three hour per day schedule will incorporate the subjects of math, science, language and civics (Appendix I).

The implementing agency may receive requests for additional classes once the program is established in the village. It is recommended that when requests for classes such as knitting and cooking are received, the teacher encourages the student to read the supplemental material, thus developing their reading skills at the same time. If necessary, the teacher may assist the student in the reading of the material. Requests by the students for courses that cannot be covered by the supplementary materials should be considered and implemented if possible. A request by one or two students is not justification for adding a course. If the implementing agency considers adding a course, acceptability by the education council, the community, and the teacher is a necessity.

TRAINING

Project Manager: The amount of training needed for the project manager will be based partially on his previous experience and education. The manager must possess the knowledge or receive training in those areas outlined in the Program Management and Supervision section. In addition, the manager should be trained in the following areas:

- Formal and informal structure of the community
- How to work with the community in a participatory manner
- Teacher training course
- Primary teacher training course
- Practical experience teaching primary education

Community Organizer: Based on the participatory approach and the need for a common strategy, training should be provided for the community organizer in the following areas:

- How and who to approach in the community
- How to identify leaders within the community (formal and informal)
- How to conduct an informal survey
- How to gather information using participatory techniques
- How to work with the community on a needs assessment
- How to conduct a community meeting
- How to achieve a consensus
- How to form committees
- How to negotiate contracts
- How to complete reports

Supervisor/Trainer: The amount of training necessary will depend on the educational level, experience and personality of this person. The supervisor/trainer should be hired to allow sufficient time for training and for observation of her skills by the project manager before she goes to the field.

If it is necessary to send the supervisor/trainer to the village for initial survey work before her training is completed, then initial training covering the following areas should be conducted:

- How to approach the community
- How to conduct an informal survey
- How to work with a teacher in establishing the home school
- How to utilize a variety of teaching methodologies
- How to observe a class
- How to talk with a teacher regarding observation results
- How to write reports/evaluation forms
- How to conduct in-class training
- How to be culturally sensitive

The supervisor/trainer should receive teacher and supervisory training. In addition, she should have the experience of teaching the primary education curriculum. A large portion of the success of this program depends on this person; therefore, she should be trained in all areas in which she is expected to perform.

The project manager must be confident that the supervisor/trainer has sufficient knowledge, skills and cultural sensitivity before allowing her to proceed to the village to assume this important responsibility.

Teacher: The teacher should be trained in methodology, use of materials and use of teacher guides. Her responsibilities must be thoroughly discussed before the school commences. Following this, the supervisor/trainer will visit the school once a week. Part of her role as supervisor will be to serve as a trainer. The supervisor/trainer will be trained so that she can assist the teacher develop in her role.

Once the program is established, in-service training will be done by the supervisor/trainer with an additional 4 weeks of intensive training conducted during the first year of implementation. The site selected for the training programs will depend on the mobility of the teachers, but will most probably be in the teacher's school or at a site selected by the communities, teachers, and supervisor/trainer.

MONITORING AND REPORTING

Reporting procedures must be defined for the program manager, community organizer, supervisor/trainer and teacher. Guidelines, procedures, and forms must be available so that systematic reporting is conducted.

A system must be established for monitoring and evaluation and corrective action expedited. A series of workshops should be held to review and recommend revisions to monitoring and report forms, curriculum, materials, supervision and training.

A form must be developed which can be used by the community and teacher to request replacement of materials. This form would be signed by the supervisor/trainer after she checks the stock.

RESPONSIBILITIES

Implementing agency: The implementing agency has overall responsibility for project implementation.

Project Manager: The project manager will oversee the day to day operations of the program and be the link from the community to the program office. The manager must make periodic visits to the communities where the schools are in operation and prepare a report of the visits.

Community Organizer: The community organizer must work with the communities to establish all components of the home schools. After the establishment of the school, the community organizer must have periodic contact with the village men to insure the smooth running of the schools. The community organizer must complete the reports and submit them to the project manager as scheduled. During

visits to the villages, any issues that need attention should be reported immediately to the project manager.

Supervisor/Trainer: Supervisor/trainer will be responsible for the training and supervision of the teachers and identifying any problem areas within the classroom. The supervisor/trainer must submit periodic reports and bring to the attention of the project manager any concerns/problems within the classroom that have developed during the interim period. The supervisor/trainer must visit each school weekly. The supervisor/trainer should do a general report on each teacher every three months for submission to the project manager.

Community: The community must organize an education council to oversee the day to day running of the school; i.e., teacher and student attendance, building, materials, etc. They must also bring to the attention of the community organizer or supervisor/trainer any areas of concern. The community must be responsible for any expenditures in this program, excluding materials and training.

The education council must sign a contract indicating their agreement to accept these responsibilities.

Teacher: The teacher is responsible for the teaching of the students. The teacher must attend the class daily and be on time. The teacher must understand and be prepared to teach the material. If there is a student concern, the teacher must use the appropriate methods to insure the parents are informed. She must sign a contract stating her responsibilities.

APPENDIX A

COMMUNITY ORGANIZER REPORT

(SAMPLE FORM)

Period Covered by Report: Date:

Community Organizer's Name: Province:

Visit Summary

Date of Visit	Village Name & District	Purpose of Visit	Contacts

State Problems and Proposed Solutions:

Date: **Signature:**

Preliminary Design

AFGHANISTAN PILOT HOME SCHOOL PROJECT
FEMALE PRIMARY EDUCATION
Grade 1 and 2

BACKGROUND

After 14 years of war, the situation in Afghanistan presents many challenges to the development of a primary education project for females. Afghanistan traditionally has been a multifarious country; the war has rendered it even more complex. The infrastructure has been fractured by war; tribal elders have been replaced in their traditional roles by military commanders.

In designing any strategy to meet the educational needs of Afghan females, the importance of cultural, ideological and religious considerations cannot be over stressed. Educational strategies must be compatible with the restrictions placed on female mobility in the Afghan environment.

Since 1985, despite adverse conditions, the University of Nebraska at Omaha Educational Sector Support Project (UNO/ESSP) has been working inside Afghanistan to promote education by providing textbooks and teaching guides, training male and female teachers, and addressing educational sustainability through institutionally strengthening the ESSP created Education Center for Afghanistan (ECA). UNO/ESSP is, therefore, in an excellent position to provide a fully documented set of materials, including training and detailed guidelines, for use in the establishment of the home school project for primary education.

Literacy is an important need of Afghan females. It is perhaps the single most important weapon at womankind's disposal for use in the fight against infant, child and maternal mortality and high fertility rates. The overall literacy rate for Afghan women is under 8% (footnote [1] & [2]).

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[1] "Illiteracy rate in Afghanistan for females is 95% "- Office of the AID REP for Afghanistan Strategy, page 4, March 1993

[2] Illiteracy rate for females is 93.6 % as defined in UNO/ESSP research pilot study in 5 rural village of Nangahar province, July 1993.

APPENDIX B

SUPERVISOR/TRAINER REPORT
(SAMPLE FORM)

Period Covered by Report: Date:

Supervisor/Trainer's Name: Province:

Visit Summary

Date of Visit	Village Name & District	Purpose of Visit	Teacher's Name

State Problems and Proposed Solutions:

Problems and Solutions Continued ...

Date

Signature

APPENDIX C

EDUCATION COUNCIL AGREEMENT
(SAMPLE FORM)

We ______________________, agree to oversee the
Education Council's Name

running of the ______________________________
Name of School

from __________ to __________. We understand
date date

and accept our responsibilities as outlined below:

1. **Insure regular and punctual attendance of teacher**
2. **Arrange for maintance and repair of classroom**
3. **Insure maximum community support and cooperation**
4. **Reveiw program performance with teacher on regular basis**
5. **Promote regular and punctual classroom attendance by students**
6. **Promote community discussion on educational concerns**
7. **Keep teacher informed of community concerns**
8. **Bring community concerns to attention of visiting supervisor**
9. **Provide classroom furnishing as per teachers request**

We also agree to provide the following compensation to the teacher:

____ __________
Signature of Council Members date

____ __________
Community Organizer's Signature date

APPENDIX D

CHECKLIST FOR CLASSROOM OBSERVATION

Revised from "Teaching Quality and Student Participation Observation Instrument" developed by Dr. Faber
(SAMPLE FORM)

INSTRUCTIONS: Put a (+) if teacher **did** the following or a **(-)** if she **did not do** the following:

A. Clarity of presentation:

1. Arranging information in order ____
2. States purpose ____
3. Explains ____
4. Using examples, definitions and easy words ____
5. Reviews ____
6. Checks for student understanding ____
7. Articulates clearly ____
8. Listens to students ____
9. Gives clear assignments ____

B. Variable styles of teaching, i.e.:

1. Flexibility in procedure (adaptable vs. inflexible) ____
2. Uses a variety of teaching materials and equipment ____
3. Uses various kinds of tests ____
4. Uses a variety of methods and activities ____

C. Enthusiasm:

1. The teachers is stimulating as opposed to dull ____
2. Has vigor and power ____
3. Involved and excited about lesson ____
4. Moves about the room ____
5. Gestures ____
6. Uses voice inflection ____
7. Motivates students ____

D. Class Structure: (Task-oriented or business-like: provides students the opportunity to learn)

1. Achievement oriented ____
2. Responsible vs. evading, answers student questions ____
3. Gives students the chance to ask questions ____
4. Emphasizing stimulation of thought and acquisition of skills or information ____
5. Concerned more with student learning than student enjoyment ____
6. Classroom well managed and disciplined, but with a warm and positive climate ____
7. Steady vs. erratic ____
8. Learning environment is fair to all students ____
9. Present all material to be learned as opposed to presenting part of it ____

Number of students enrolled in the school: ____________
Number of students attending school today:____________

COMMENTS ON AREAS IN WHICH IMPROVEMENT IS NEEDED

RECOMMENDATIONS FOR IMPROVEMENT

The above material was discussed with me and I have a clear understanding of what it says:

_______________________________________ _______________
Teacher's signature Date

_______________________________________ _______________
Supervisor's signature Date

APPENDIX E

TEACHER AGREEMENT
(SAMPLE FORM)

I, ______________________________, agree to teach in
teacher's name

____ from
school name

__________ to __________. I understand my responsibilities
date date
as outlined below.

1. Attend my duties on a regular and punctual basis
2. Have classroom and materials ready before students arrive
3. Work with Community and parents to solve problems related to students and school
4. Cooperate with Education Council
5. Keep Education Council informed
6. Insure that students attend class
7. Hold meetings with parents to discuss any concerns related to students and school
8. Cooperate with supervisor
9. Attend training provided by implementing organization
10. Bring any concerns to attention of supervisor
11. Use a variety of methods, activities and materials in the classroom
12. Keep discipline in the classroom

My salary will be paid by the community in the following way:

____________________________________ ______________
Teacher's signature date

____________________________________ ______________
Educational Council In-charge's signature date

____________________________________ ______________
Community Organizer's signature date

APPENDIX F

SUPERVISOR MANUAL
(SAMPLE)

CLASSROOM MANAGEMENT

Monitoring and Maintaining Student Behavior

1. Expectations about acceptable student behavior are clear and consistently maintained:

   A. Teacher must communicate expectations in clearly understood words
   B. Teacher must be consistent in communicating expections regarding acceptable student behavior.

2. Behavior of the entire class is effectively monitored throughout the lesson:

   A. Teacher periodically surveys the behavior of all students without attracting the students' attention.
   B. Teachers moves among the students, maintaining eye contact and touching students momentarily.
   C. When a student has unacceptable behavior, the teacher gives the student feedback by verbal and non-verbal cues; i.e., movement toward the student, nodding the head, or putting the finger to the lips to tell the student to be quiet.

3. Students are provided verbal and/or nonverbal feedback about acceptable and unacceptable behavior

   A. Feedback to student (or students, or perhaps whole class) is specific about the behavior
   B. Teacher gives positive feedback on acceptable behavior to students or groups of students, (sometimes commenting to whole class on positive behavior). Unacceptable behavior is discouraged in a positive manner.

4. Uses techniques to stop unacceptable behavior quickly and in a way that re-engages students in learning (unacceptable behavior violates classroom rules, social norms, or teacher expectations):

   A. If student interfers with work of others, answers out of turn, or fails to put away material, does the teacher use techniques to quickly stop this behavior?
   B. Does the teacher use reasonable consequences for students, such as whispering to student, pointing a finger, frowning, etc.?

APPENDIX G

ACTIVITIES SURVEY CHART FOR GIRLS
(SAMPLE FORM)

DATE:
NAME:
AGE:
NO. IN FAMILY:

MORNING								AFTERNOON									
5:00	6:00	7:00	8:99	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00	10:00

KEY

- Relaxing -Playing, Radio, Talking, Drinking Tea
- Sleeping
- Praying
- Eating
- Helping with household chores; dishes, cooking cleaning, bathing children, collecting wood, etc.

APPENDIX H

TEACHER HANDBOOK
(SAMPLE)

CLASSROOM MANAGEMENT

Unacceptable behavior is behavior which violates classroom rules, social norms, or teacher expectations.

Effective classroom management is a necessary element of effective teaching.

DO

1. Communicate expectations in clear words.

2. Be consistent in communicating behavioral expectations

3. Be fair and consistent in discipling if expectations are not met

4. Monitor behavior of all students periodically

5. Move among students, maintain eye contact, touching students, etc.

6. Give student or groups of students verbal and non-verbal feedback and cues such as moving towards student, point a finger, frown, whispering to student(s)

7. Quickly stop unacceptable behavior by using techniques to re-engage students in work.

This project's design is assembled on the foundation laid by UNO/ESSP through its work in primary education. It has been designed to utilize village resources with as little outside input as necessary; i.e., females from the village will be recruited by the community as teachers. The practice of bringing teachers to remote areas from outside is often unsuitable. Most important, the design takes into account the overriding role of culture, ideology and religion in the Afghan environment.

The project design requires that the implementing agency have personnel trained and skilled in working with communities and the required infrastructure to support extensive training, monitoring, evaluation and reporting. A weakness in one of these important areas could make the difference between project success or failure. It also keeps in mind the need for flexibility and simplicity. Care has been taken to build these qualities into all aspects of the project's design. Materials and reports recommended for use in this project have been minimized in design and style to insure optimum use. Project sustainability is maximized because of the strong community participation as a base requirement for the establishment of the home school.

This paper is meant to serve as a guide for those who wish to promote the home school concept inside Afghanistan and is intended as a preliminary design. This Fall, the UNO/ESSP is planning a pilot implementation of 4 to 6 primary home schools. Only after a descriptive study of these pilot schools can a final design for implementation inside Afghanistan be presented.

OBJECTIVE

To provide a primary education (grades 1 and 2) in a home setting to females, ages 6-10, that is culturally acceptable to the community and will provide the basis for the student to enter grade 3 in a government sponsored school.

DON'T

1. Stand in one place all the time.

2. Shout while trying to stop unacceptable behavior.

3. Don't overreact to minor misbehavior, but let the student know in a quiet way that you noticed and it is unacceptable.

4. Don't undermine your own rules regarding unacceptable behavior.

5. Don't be continually reprimanding.

APPENDIX I

CLASS SCHEDULE
(SAMPLE FORM)

Week One

Sunday	1:00-2:30 Language	2:30-2:45 Break	2:45-3:30 Math	3:30-4:00 Civics
Monday	"	"	Science	"
Tuesday	"	"	Math	"
Wednesday	"	"	Science	"
Thrusday	"	"	Math	"

Week Two

Sunday	1:00-2:30 Language	2:30-2:45 Break	2:45-3:30 Science	3:30-4:00 Civics
Monday	"	"	Math	"
Tuesday	"	"	Science	"
Wednesday	"	"	Math	"
Thrusday	"	"	Science	"

IMPLEMENTATION STRATEGY

The implementing agency must have personnel capable of working in a highly participatory fashion with communities to ensure their involvement in all phases of the project; design, establishment, implementation and monitoring. Successful implementation of the proposed project will require a strong supervisory and training component as well as extensive supplementary materials for teachers and students. This is particularly important because teachers in the program are not required to have the same level of education as their counterparts in the government school system.

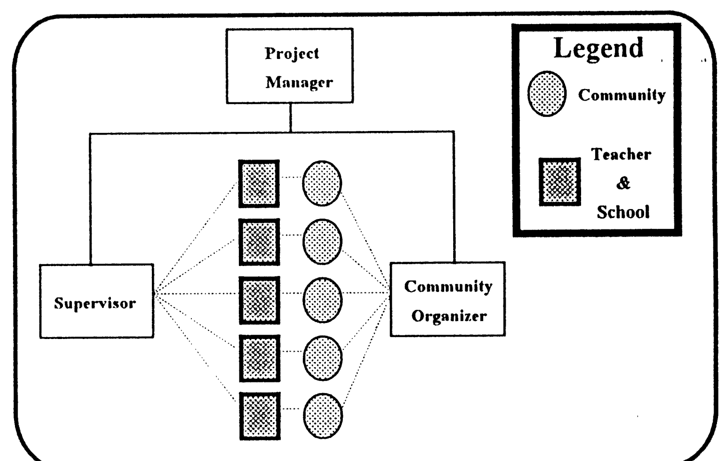
MANAGEMENT AND SUPERVISION

Project Headquarters: Overall project management will be centered at the headquarters of the implementing agency. Direct overseeing of field operations under the direction of a project manager must be located as close as possible to the project area. The concerned provincial capital appears to be the ideal location for the project office. The project area should be located reasonably close to the agency's headquarters to facilitate communication and travel.

Participating communities and home school sites must be close enough to the project office to allow for easy access. Where possible, public transport will be used to travel between the project office, communities and schools. Contingency plans should be made for the use of rented vehicles if required for field travel by female project staff.

Organizational Structure:

The chart accompanying this text represents the proposed organizational line and staff structure of the project and the relationship between project staff, and the community and teachers.



Each teacher supervisor/trainer is expected to adequately handle 5 direct reports. Situations, however, may arise, due to differences of population density and /or transportation, which require this basic formula to be altered.

Community organizers may be expected to relate to a large number of communities at any given time, each at various stages of project establishment. It is expected, however, that 5 or 6 fully active communities is the maximum number a community organizer should handle at one time.

Project Manager: A project manager will be employed. There are advantages to the employment of either a male or female. Although restrictions for traveling and meeting the local male population may exist, once the program is established, a large focus of the work will be in the classrooms. A female project manager will be able to visit the classrooms. A male project manager would have the advantage of being able to meet with the men in the community. In some areas, however, if an older female is employed, she may be able to meet with all community members, especially if she is accompanied by a brother or husband. It is recommended that in the initial stages, until the project is well established, both the project manager (if female) and the supervisor/trainer (female) travel to the villages with a brother or husband.

The project manager will oversee the day to day implementation of the project and supervision of the community organizer and the supervisor/trainer. The manager will receive technical and personnel support from the implementing agency's headquarters where final decisions on program implementation will be made. The project manager will be the link between the community organizer, the supervisor/trainer and the program office.

Reports submitted on a regular basis from the field by the community organizer and supervisor/trainer *(Appendix A* and *B)* will be reviewed by the project manager. The manager must insure these are completed correctly and in a timely manner. After reviewing the information, the manager will submit a report to the program office. The report should include information received from the field and for those issues that action is needed, a plan should be included.

Periodic field trips, some unannounced, to review the program and its progress will be an important part of the project manager's job. The objectives of each visit will be defined by the project manager and the program office prior to departure.

- Preferably married
- Old enough to have respect of village elders
- Flexible
- Cooperative
- Know report writing
- Good listener
- Articulate
- Common Sense

The community organizer will work with the community on all aspects of establishing the school, including the selection of the teacher and students. He will submit the name of the supervisor/trainer to the community for approval. Since the supervisor/trainer will be female and her contact with the men in the community may be limited, the community organizer may be the only direct link between the men in the village to the project office.

The project manager must insure that the community organizer has a thorough understanng the school, including the selection of the teacher and students. He will also submit the name of the supervisor/trainer to the community for approval. Since the supervisor/trainer is female, her contact with the men in the community may ding of his job description and the requirements of the project. He must be made aware of which areas are nonnegotiable (basic criteria of teacher, responsibilities of community and implementing organization, minimum class time, etc.) and which decisions he has the authority to make with the community. In certain cases, it may be decided that other personnel (i.e., the curriculum specialist) from the program office will accompany the community organizer to the village for discussions.

The community organizer must work with the villagers in establishing an education council. The council should include a cross-section of the community; i.e., elders, mullah, commander (where appropriate) and parents/brothers. The community organizer will be responsible for obtaining the education council's signatures on the contract outlining responsibilities of the community (Appendix C). He must also insure that the council, community and parents understand their responsibilities.

The community organizer can work with several communities at once. While one community is considering certain aspects of the program, he can begin the introduction process in another. This way, he can work with 5 or 6 communities at once, providing they are in the same locality. Once schools are established, he can move on to another group of communities. He must, however, return periodically to the communities to

second supervisor/trainer should be employed. The supervisor/trainer should sometimes visit a school without giving prior notice to the teacher.

The supervisor/trainer should keep notes of her classroom observations during the weekly visits. The supervisor/trainer must fill out the observation form and discuss her comments in detail with the teacher. When the teacher fully understands all the points covered and the recommendations made, then both the teacher and supervisor/trainer must sign the observation form and a copy given to the teacher. This form should be completed each time the supervisor/trainer visits the school. The form has a section which points out areas that need to be improved, and a section recommending appropriate action for improvement. During the next visit, the supervisor/trainer must check to see the teacher has taken steps to correct the area of concern. If the supervisor/trainer recognizes that the teacher is unable to make the adjustment, the supervisor/trainer should have a practical training session with the teacher (possibly doing the teaching while the teacher observes). The supervisor/trainer must submit a copy of the observation form (Appendix D) along with her monthly report to the project manager. Any problem for which the supervisor/trainer needs assistance from the program office should be brought to the project manager's attention immediately, preferably in written form.

During one of the supervisor/trainer's initial visits, before school commences, the supervisor/trainer must insure that the students and the teacher understand their responsibilities. The teacher must sign the agreement form (Appendix E).

A supervisory manual with basic language must be available for the supervisor/trainers (Appendix F).

THE HOME SCHOOL

Teacher: The teacher will be selected from the community. Preliminary selection will be done by the community with guidance from the community organizer. The following selection criteria will be applied:

- Female
- Highest level of education possible

- Must be able to pass the reading, writing, and math test
- Respected by the community
- 20 to 50 years of age (approximately)
- Desire to teach/interest in children
- Willing to accept the responsibility of being in class daily and on time
- Willing to be trained
- Responsible
- Willing to work hard.
- Energetic
- Ability to articulate/presence
- Common sense

The marital status of the teacher is not listed as a criterion. There are advantages to employing either unmarried or married females. A young unmarried person may posses more energy, time, and flexibility. However, once married, she may move from the village or may not be permitted by her husband to teach. An older married female, on the other hand, may have more community respect, maturity, and understanding of children. However, she may not be as flexible or as easily trained and she may have more family commitments. The community organizer and community must consider all these factors before making a selection.

Education level should be the highest possible. The ideal minimum would be class 10. If there are no candidates in the village qualified in class 10, provision may be made to accept females as teachers from as low as class 5 or 6 if they can pass the reading and writing test and meet the other criteria. The test questions should be developed from class 1 level to the class level the teacher has completed, with class 6 being the minimum for the upper level of the test. The Community Organizer must work with the community in considering all these factors before a selection is made. In exceptional circumstances, a Mullah from the community may be the most acceptable candidate.

A teacher's agreement must be signed by both the education council and the teacher. A copy should remain with the implementing agency.

Student: Schools sponsored by the implementing agency will be for females ages 6-10. The number of students per school will depend on the availability of space. However, the number should not exceed 20. The minimum number of students should

FEMALE PRIMARY EUCATION
Grade 1 and 2

Preliminary Design
(Draft)

UNIVERSITY OF NEBRASKA AT OMAHA
EDUCATION SECTOR SUPPORT PROJECT
Peshawar, Pakistan

Prepared by:

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August 1993

USAID
Contract No. 306-0202-C-00-2034-00
In-House Project No.

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